

RESEARCH ARTICLE

THE IMPACT OF LEADERSHIP TRAINING AND SEMINAR OPPORTUNITIES ON THE LEADERSHIP PERFORMANCE OF FACULTY MEMBERS IN HIGHER EDUCATION

Ismaela M. Bawica*, Elaine Joy C. Apat

Laguna State Polytechnic University

*Corresponding Author Email: ismaela.bawica@lspu.edu.ph

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ABSTRACT

This study examines the impact of leadership training and seminar opportunities on the leadership performance of 83 regular faculty members at Laguna State Polytechnic University, San Pablo City Campus. Using a purposive sampling technique, the study selected faculty members who have participated in leadership training programs to explore how training in human, conceptual, and technological skills influences key aspects of leadership performance, including self-efficacy, duty awareness, leadership responsibility, and leadership strategies. A quantitative research design was employed to analyze the data collected from the respondents. The findings reveal a significant relationship between leadership training and improved leadership performance, suggesting that faculty members who engage in leadership development opportunities demonstrate enhanced leadership abilities. This work highlights the importance of continuous professional development in fostering effective leadership within higher education institutions. This study was adopted in the theories of Katz's Three Skills. The approach focuses on human, conceptual, and technical skills. Bandura's self-efficacy theory addresses self-efficacy and influences duty awareness. Transformational Leadership Theory aligns with Leadership Responsibilities and Leadership Strategies, emphasizing the ability of leaders to inspire and manage their roles and responsibilities effectively.

KEYWORDS

self-efficacy, Duty-awareness, Leadership obligations, Leadership strategies, Technological skills JEL Classification: J24, M53, I23

1. INTRODUCTION

Leadership is very important for making colleges and universities work well. Faculty members oversee making sure that students obtain a good education. They also lead academic and administrative projects, make the classroom a healthy place to learn, and mentor students to help them do well in the future. Because of this, faculty members need to be strong leaders if they want to help students learn more and help the school grow. Faculty members learn how to be better leaders through seminars and training in leadership. This helps children adjust to the changing needs of the school setting.

Even though leadership is very important in academia, not much study has been done on how leadership training influences faculty performance in Philippine colleges and universities. There isn't a lot of study on how leadership development programs change the way university instructors lead, especially in the Philippines. But there has been a lot of research on these programs in other fields. This lack of research indicates how vital it is to perform more targeted studies that look at how leadership training and seminars effect how well faculty members do their work in an academic setting, as well as how they feel about and benefit from these experiences.

This study's purpose is to find out how the leadership performance of faculty members at Laguna State Polytechnic University, San Pablo City Campus, and the availability of leadership training and seminar opportunities are related in order to fix this problem. The study will look into how these training programs might help people develop important leadership skills, like human, conceptual, and technical skills, and how they might affect leadership performance, such as self-efficacy, duty-

awareness, leadership responsibilities, and leadership strategies. There isn't a lot of research that looks at how leadership training directly influences leadership performance in higher education in the Philippines, even though a lot of individuals think that it is an important aspect of faculty professional development. Even though leadership development is generally a key concern for student leaders, faculty members' leadership development is sometimes overlooked or not looked at enough. This study fills in this vacuum by looking at how faculty members' participation in leadership training and seminars affects their ability to lead.

SDG 4: Quality Education and SDG 5: Gender Equality both talk about how important it is for schools to have good leaders and how important it is for teaching and learning to keep becoming better. This study is in keeping with both of these goals. The goal of SDG 4 (Quality Education) is to make sure that everyone can get a good education and to encourage everyone to keep learning throughout their lives. This study makes education better and gives teachers a chance to assist students do well in school by giving them specific training programs that make them better leaders. SDG 5 (Gender Equality) says that women should have more influence and the same possibilities to lead as men. This study also supports gender equality by looking at how leadership training can help both male and female faculty members. This is incredibly essential because the research featured a lot of female faculty members, so it's crucial that everyone has the abilities they need to be good leaders. By focusing on these SDGs, this study reveals how crucial faculty development is for making higher education better and fairer for men and women.

2. RELATED LITERATURE

Colleges and universities are now very interested in developing leaders,

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and it's easy to see why. As schools and colleges learn how important teachers are to their students' success, it becomes clear that teachers should be given the chance to improve their leadership skills. Being a faculty leader isn't just about running the classroom; it shapes the whole school culture and encourages growth, academic excellence, and, most importantly, student success. Because of this, a lot of colleges and universities are starting leadership programs to teach their teachers these important skills. The main goal of these programs is to help students learn the social, intellectual, and technological skills they need to do well in school today.

Researcher did a study not too long ago that looked at a model of faculty development that was supposed to help professors at all stages of their careers (Fettes et al., 2025). The results were clear: mentoring and developing leadership skills are very important for keeping teachers motivated and successful. The research also showed that professional development is something that should happen throughout an academic professional life. It's clear why: it's the only way for professors to keep up with the needs of academia as they change. This ongoing development helps everyone grow and helps the group as a whole make useful, lasting contributions to their institution.

As did a study on how leadership development programs affect decision-making and overall performance in the education field (ACSPublisher, 2025). The study found that people who went through these programs were better at making choices and leading others. This training also helps people become better leaders, which makes the school a better place for everyone to learn and work.

The leadership development program for faculty at California State University, is different because it helps people grow professionally while also encouraging them to think about themselves (Fullerton, 2025). The program helps teachers become better leaders and reach their personal and professional goals. The main goal is to prepare the teachers for the problems they will face at their school by giving them opportunities to work together and setting up mentorship programs.

Duke University has a program for early-career scholars (2024) that helps students become more self-aware and make better decisions. This program will be very helpful for new faculty members because it gives them the tools they need to be successful in the long term. It helps them become leaders early in their careers, which will help them have a successful and satisfying career.

The Faculty Leadership Academy at the University of Pittsburgh (2024) is another great example. The academy lasts for a year and includes classes, mentoring, and networking. Its goal is to help teachers become leaders who can make a difference. It's not about being a leader; it's about having a community and a goal with your teachers.

A study by Western Kentucky University (2023) looked at how leadership development affects mid-career faculty who are getting ready to take on leadership roles in the future. The Faculty Leadership Year (FLY) program is all about things like making plans and settling disagreements. The study

makes a big deal out of how important it is for faculty members to have these important leadership skills so that their departments and schools can grow.

A different study that came out in the International Journal of Social Sciences and Humanities in 2024 found that teachers who went through leadership development programs not only got better at leading but also at making decisions and talking to people. These changes made it easier for them to run study groups and classrooms.

Leadership development is when teachers and administrators get better at their jobs as the tasks they have to do get harder. The Academic Leadership Development Program (2024) at Tufts University helps teachers at different stages of their careers by making them stronger, better able to handle stress, and better able to mentor new faculty members. The program teaches leadership skills that make sure everyone feels welcome. This helps teachers deal with problems and enjoy their jobs. In short, study shows that changing the curriculum and adding leadership development to school leadership programs makes people do their jobs better and be happier at work. It is better for the teaching profession as a whole when teachers learn how to be leaders (Hanum's, 2024). This helps them do both their teaching and leadership jobs better.

3. METHODOLOGY

This study employed a quantitative-descriptive research design, collecting data through a researcher-made questionnaire distributed to faculty members at Laguna State Polytechnic University. Purposive sampling was used to select faculty who have participated in leadership training programs. A four-point Likert-scale questionnaire was developed to assess the impact of leadership training on faculty members. The questionnaire consisted of three main sections: Demographic Profile, Perception of Leadership Training and Seminar Opportunities, and Leadership Performance. The Demographic Profile section collected basic demographic information such as age, gender, academic rank, and years of service. The Perception of Leadership Training and Seminar Opportunities section evaluated how faculty members perceived the leadership training programs they had attended, focusing on developing human, conceptual, and technical skills crucial for effective leadership in higher education. The final section, Leadership Performance, measured faculty members' leadership effectiveness by assessing self-efficacy, duty-awareness, leadership responsibilities, and leadership strategies. The data was analyzed using descriptive statistics, including mean, percentage, and frequency distribution, to understand the relationship between leadership training and leadership performance. Pearson Product Moment Correlation was applied to determine the strength and significance of the relationship between variables, providing valuable insights into how leadership training impacts faculty performance. The responses in all sections were evaluated using a four-point Likert scale, ranging from Strongly Agree to Strongly Disagree, allowing respondents to express varying levels of agreement or disagreement with each statement, ensuring a more nuanced understanding of their perceptions and experiences.

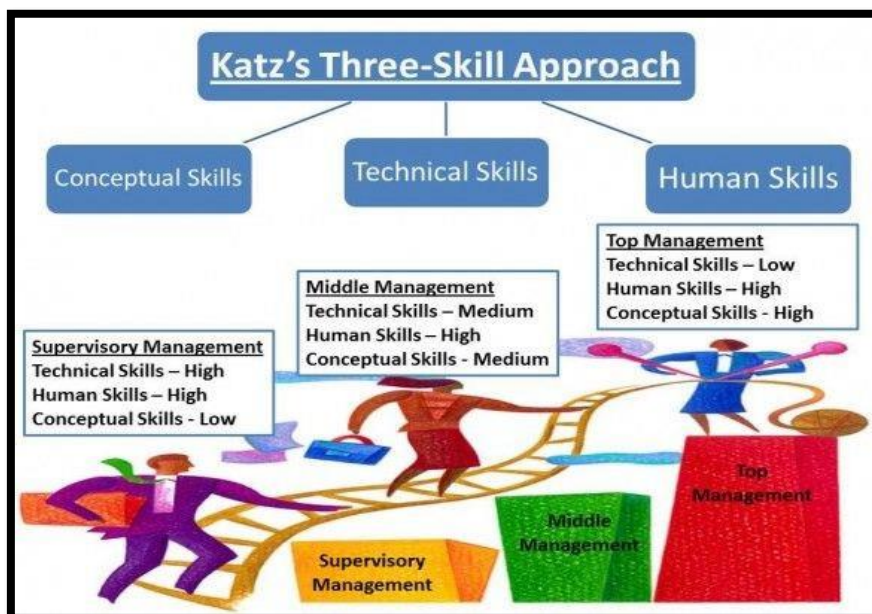


Figure 1: Katz's Three Skills Theory

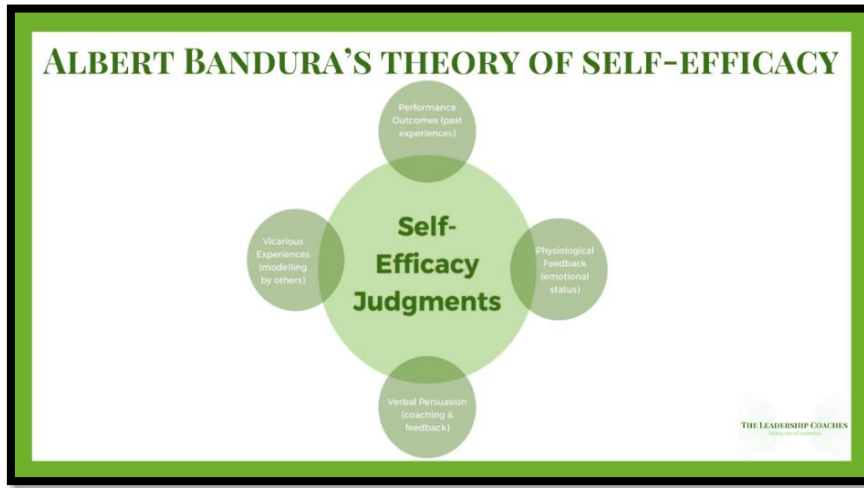


Figure 2: Bandura's self-efficacy theory

4. RESULTS AND DISCUSSION

The respondents of the study were sixty-nine (83) faculty members from Laguna State Polytechnic University, San Pablo City Campus. These faculty

members were selected based on their participation in leadership training programs. The frequency distribution of the respondents is categorized according to their leadership training and seminar opportunities, as well as its impact on their leadership performance.

Table 1: Profile of the Respondents

Indicator	Frequency	Percentage
Age		
30-45	48	58%
46-60	34	41%
Above 60	1	1%
Gender		
Male	37	45%
Female	45	55%
Academic Rank		
Instructor	25	30%
Assistant Professor	30	36%
Associate Professor	25	30%
Professor	3	4%
Years of Service		
1-5 years	33	40%
6-10 years	29	35%
Over 10 years	21	25%

The table shows the ages of 83 faculty members from the San Pablo City Campus of Laguna State Polytechnic University. Most faculty members are between the ages of 30 and 45, making up 58% of the sample with 48 responses. There were 34 people in the 46-to-60 age group, which made up 41% of the sample. There is only one person (about 1%) in the age group over 60. This distribution shows that a large part of the faculty is in the early to middle stages of their careers (30–45 years), which suggests that the university's leadership training programs may be meeting the needs of younger faculty members who are more likely to take on leadership roles. There aren't many faculty members in the Above 60 group, which could mean that fewer senior academics are taking part in these programs. This means that more research is needed when offering leadership development opportunities to experienced professors. The age distribution shows that most of the faculty at Laguna State Polytechnic University are mid-career professionals, which is important for leadership training programs. Faculty members between the ages of 30 and 45 are often at a point in their careers where they are moving up to important leadership roles and may look for ways to improve their skills through

professional development. Research shows that leadership training at this point can have a big impact on both personal growth and contributions to the organization (Zhao and Liu, 2023). The fact that only a small number of faculty members are over 60 could mean that senior faculty members have already taken on leadership roles and don't feel the need for more training, or it could mean that they can't participate because of other work commitments (Smith and Thomas, 2022). As a result, schools should think about changing their leadership training programs to meet the needs of faculty members at different stages of their careers. This will make sure that people who are further along in their careers still have chances to grow. The results show how important it is to give early- to mid-career academics ongoing chances to develop their leadership skills. This is because they are more likely to benefit from these programs as they prepare for more leadership roles. Recent research shows that professors need leadership training, especially in the early and middle stages of their careers. As found that leadership training made academics aged 30 to 45 much better leaders, which helped them deal with new problems in academia (Zhao and Liu, 2023). As looked at how leadership development

could give mid-career professors the skills they need to be leaders, which would make them happier and more likely to stay in higher education (Smith and Thomas, 2022).

For the gender distribution of the respondents, which comprises 83 faculty members from the San Pablo City Campus of Laguna State Polytechnic University. The table shows that 45 faculty members, or 55% of the respondents, are female. A total of 37 respondents, or 45%, are male. This gender distribution indicates that a significantly higher proportion of faculty members are female. This phenomenon is prevalent in numerous higher education institutions, where female faculty frequently surpass their male counterparts, particularly in the academic setting (Lee, 2021). The data also verifies that the sample has a balanced gender distribution, which is crucial for evaluating the efficacy of leadership training programs across various gender groups. It implies that the university's leadership development opportunities are equally represented by male and female faculty members.

According to the study, the slightly higher percentage of female faculty members in the sample (55%), which may be indicative of broader trends in higher education, women are becoming increasingly prominent in academic positions, particularly in disciplines such as education and humanities (Lee, 2021). These results may suggest that female faculty members are actively participating in professional development, which is consistent with research indicating that women are more proactive in their pursuit of leadership training to advance their careers (Johnson and Marshall, 2022). Additionally, it is imperative to guarantee that leadership training programs are equally represented by male and female faculty members in order to cultivate an academic environment that is inclusive and diverse. This inclusivity guarantees that leadership opportunities are accessible to all faculty members, irrespective of their gender, thereby enhancing academic performance and organizational outcomes. As have emphasized the significance of gender equity in leadership development programs, with female faculty frequently receiving mentorship and leadership training to address obstacles associated with career advancement and work-life balance (Johnson and Marshall, 2022).

The distribution of respondents in accordance with their academic standing at a university. The sample consists of 83 respondents, who fall into four academic rank categories: Instructor, Assistant Professor, Associate Professor, and Professor.

The category with the highest frequency is Assistant Professor, which makes up 36% of the total respondents, with 30 respondents. Professor is the category with the lowest frequency, with only three respondents, which accounts for 4% of the total respondents. Many faculty members may still be in the early to mid-stages of their academic careers, as indicated by the higher proportion of Assistant Professors. This may suggest that the institution is cultivating a robust group of academics who are relatively young and are in the process of establishing their research, teaching, and academic leadership. The concentration of faculty in this category may suggest a potential for targeted professional development programs that are designed to assist Assistant Professors in their transition to higher positions, such as Associate Professor and Professor. The limited representation of Professors (only 3 individuals, or 4%) may indicate a few underlying trends. It may be indicative of a senior faculty shortage, which could result in restricted senior leadership in academic departments or impact mentoring opportunities for junior faculty members.

Limited promotion opportunities, retirement, or recruitment challenges may contribute to the scarcity of professors. This could result in a paucity of diverse leadership experiences in the academic environment, which could affect institutional policy and governance. There are 25 respondents in each of the Instructor and Associate Professor categories, which accounts for 30% of the total. This balance implies a relatively consistent distribution of faculty between entry-level positions (Instructor) and more established mid-career positions (Associate Professor). This distribution is indicative of a balanced academic workforce that has the potential for career advancement from Instructor to Associate Professor.

However, it could also suggest that there is a lack of resources or pathways to assist these faculty members in transitioning to the position of Professor, which could suggest stagnation at the Associate Professor level.

Research conducted underscores the significance of providing assistance to faculty members at all phases of their careers, with a particular emphasis on Assistant Professors, to facilitate their transition to senior roles such as Professor and Associate Professor by (Harris et al., 2020). They contend that academic leadership is more robust and senior faculty members are more likely to be retained at institutions with higher levels of faculty support. As have recently conducted an analysis that examines the persistent issue of a senior faculty shortage at numerous institutions (Bennett and Washington, 2021). They attribute this scarcity to the challenges associated with the promotion of faculty through the ranks and the rise in retirement rates. They recommend that universities prioritize succession planning and mentoring to guarantee a pipeline of senior academic leaders.

The respondents based on their years of service at the university. The total number of respondents is 83, which are categorized into three groups based on their years of service: over 10 years, 6-10 years, and 1-5 years. The category of 1-5 years has the maximum frequency, with 33 respondents, which accounts for 40% of the total respondents. The category of Over 10 years has the lowest frequency, with 21 respondents, which accounts for 25% of the total responses. The institution's relatively youthful faculty or recent recruitment are indicative of the high percentage of respondents (40%) with 1-5 years of service. This could indicate a dynamic environment with fresh perspectives, but it also implies a dearth of long-term experience among the faculty. The presence of a significant number of faculty members who are relatively new to the institution may indicate the necessity of mentorship programs or professional development initiatives to assist these faculty members in integrating and advancing within the organization, particularly as they transition into more senior positions. Faculty with 6-10 years of service comprise the second-largest category, comprising 35% of the respondents. A stable segment of faculty members who are likely to have contributed substantially to the institution's academic programs and developed expertise are represented by this group. This group is expected to be instrumental in maintaining academic continuity and should be provided with leadership development opportunities to equip them for senior academic positions, such as Associate Professor or Professor. The smallest group of faculty members, consisting of those with over ten years of service, is 25%. This may indicate that there are obstacles to faculty retention, career advancement, or institutional changes that restrict longer-term faculty members from remaining in their positions. The lower proportion of senior faculty may suggest that there are obstacles to retention, potential exhaustion, or restricted opportunities for career advancement. Institutions should investigate methods for retaining experienced faculty, including tailored professional development, leadership positions, or sabbaticals.

Career development opportunities, mentorship, and a supportive work environment are all significant factors in faculty retention, as per a study conducted by Singh and Gupta (2019). They contend that institutions with a high proportion of younger faculty members should concentrate on the development of programs that facilitate the retention of these faculty members and establish distinct pathways for advancement. As conducted a recent study that underscores the significance of achieving a balance between the expertise of veteran faculty and the requirements of newer faculty (Carson et al., 2020). The research posits that institutions with a more equitable distribution of years of service are capable of achieving a more comprehensive academic environment by effectively balancing innovation with experience.

4.2 Mean Perception of Leadership Training and Seminar Opportunities

The following are tabular presentation of data regarding the mean level of perception of leadership training and seminar opportunities.

Table 2: The mean level of perception of leadership training and seminar opportunities

Variable	Indicator	Mean	Verbal Interpretation
Human Skills	The training offers an activity that enables participants to engage in discussions and exchange idea with others.	3.80	Strongly Agree
	The training illustrates the exchange of ideas between the speakers/facilitators and the participants. participants.	3.69	Strongly Agree

Table 2 (cont): The mean level of perception of leadership training and seminar opportunities

Overall Mean		3.74	Strongly Agree
Conceptual Skills	The training employs innovative concepts that can motivate participants to develop a deeper.	3.77	Strongly Agree
	The training offers an activity that enhances decision making abilities.	3.61	Strongly Agree
Overall Mean		3.68	Strongly Agree
Technical Skills	The training enhances the participants knowledge and abilities regarding the effective use of technology.	3.74	Strongly Agree
	The training instruct participants on how to acquire resources to bolster an organizational initiative.	3.57	Strongly Agree
Overall Mean		3.67	Strongly Agree
Self-Efficacy	I am confident in my ability to accomplish the outcomes that are significant to me in my capacity as a leader.	3.63	Strongly Agree
	I possess the ability to execute excellently in challenging situations.	3.41	Agree
Overall Mean		3.49	Agree
Duty Awareness	I recognize that it is my responsibility as a leader to serve as an example of how to embrace change.	3.73	Strongly Agree
	I possess the ability to cultivate my followers.	3.47	Agree
Overall Mean		3.61	Strongly Agree
Leadership Responsibility	I can act as a facilitator, which is beneficial for the organization's productivity and the smooth flow of processes.	3.60	Strongly Agree
	I have the potential to motivate and inspire others.	3.60	Strongly Agree
	I can formulate explicit objectives and goals that will facilitate the success of our organization.	3.51	Agree
Overall Mean		3.56	Strongly Agree

The mean perceptions of respondents regarding leadership training and seminar opportunities in terms of human skills are presented in table above. The responses are predicated on the subsequent components of the training: 3.74 is the average score, which is within the "Strongly Agree" category. The table indicates that respondents have a favorable assessment of the training's efficacy in fostering the human skills that are essential for leadership positions. In the "Strongly Agree" category, the statement "The training offers an activity that enables participants to engage in discussions and exchange ideas with others" has the highest mean score, with a value of 3.80.

The training appears to be highly effective in the development of communication skills. This outcome implies that the training activities are designed to encourage clear communication and the unfettered exchange of ideas, and the participants are deeply in agreement. The high rating on this item indicates that the training equips participants to engage in open, constructive dialogue, which is a critical component of leadership success, as effective communication is a core component. The training's emphasis on communication may entail the inclusion of structured activities, such as group discussions, debates, and presentations, which offer participants the chance to practice articulating their ideas plainly. The training program could enhance this strength by incorporating more sophisticated communication strategies, such as conflict resolution, public speaking, or negotiation techniques, which are essential for leaders in complex environments. The statement "The training illustrates the exchange of ideas between the speakers/facilitators and the participants" has the lowest mean score, specifically 3.69. This remains in the "Strongly Agree" category, albeit marginally lower than the other items. The lower score indicates that this aspect may not be as strongly emphasized as others, despite the fact that participants concur that the training fosters collaboration. The interaction between speakers/facilitators and participants could be further developed to improve collaborative problem-solving activities and idea-sharing. Collaboration is essential for the development of leadership, particularly for those who must establish

consensus, cultivate team dynamics, and capitalize on a variety of viewpoints. The lower score may suggest that the training could be improved by incorporating collaborative tasks, such as group ideation or collective decision-making exercises, into the program. The lower score for collaboration indicates that the training may consist of more conventional lecture-style components, in which the facilitators primarily present content rather than involving participants in the co-creation of knowledge. In order to improve the collaboration aspect, the training could integrate more interactive, participatory formats, such as collaborative problem-solving workshops, peer feedback sessions, or group projects. This would foster a more profound level of engagement and the exchange of ideas between facilitators and participants.

Effective communication is a critical element of leadership training, as it allows leaders to articulate their thoughts, influence others, and establish a dialogue, as per (Gentry et al., 2018). It is frequently demonstrated that communication skills training can improve the efficacy of leaders by fostering clarity and engagement among team members. According to a study conducted, leadership training programs that integrate interactive, collaborative activities are more effective in the development of leaders by (Xu and Chan, 2021). They contend that collaborative learning is instrumental in the development of critical leadership skills, including empathy, collaboration, and problem-solving.

The mean perceptions of respondents regarding leadership training and seminar opportunities in terms of conceptual skills are presented in table above. The "Strongly Agree" category is represented by an average score of 3.67. The statement "The training employs innovative concepts that can motivate participants to develop a deeper understanding of the subject matter" has the highest mean score, 3.77, which falls within the "Strongly Agree" range. This outcome implies that the training program effectively introduces innovative and creative concepts that captivate participants and improve their understanding of the subjects being addressed. Leaders frequently must devise innovative solutions to challenges and adjust to

evolving environments, which is why innovation is an essential aspect of leadership. The training is likely to foster critical thinking and creativity, which are essential components of effective leadership, by incorporating innovative ideas. This discovery suggests that the training is effective in fostering a greater receptivity to novel ideas and methodologies, which are essential for leaders in dynamic organizational settings. A progressive approach to the training is reflected in the emphasis on innovative ideas, which encourages participants to challenge conventional methods and consider outside the box. Organizational change and development can be facilitated by leaders who are at ease with innovation. Cutting-edge concepts such as digital transformation or design thinking can be integrated into future training programs to better equip participants for the changing challenges of leadership.

The statement "The training offers an activity that enhances decision making abilities has the lowest mean score, with a score of 3.61. This score is still within the "Strongly Agree" range, but it is lower than the scores of other aspects. The training is perceived to have a positive impact on decision-making skills; however, the slightly lower score indicates that this component could be more heavily emphasized. Decision-making is a fundamental skill for leaders, particularly in high-pressure situations where informed and rapid decisions are required. A critical aspect of leadership is the ability to make effective decisions. A lower score may suggest that, even though the training addresses decision-making, participants may believe that more concrete or hands-on activities would benefit their development of these skills. The training could be enhanced by the inclusion of more interactive or scenario-based exercises that allow participants to practice making decisions in complex or ambiguous situations, as indicated by the relatively lower rating for decision-making skills. Participants' capacity to make informed and confident decisions as future leaders could be improved by incorporating case studies, simulations, or decision-making models into the program.

According to the study, innovative thinking is a critical leadership talent that enables leaders to creatively solve problems and guide organizations through change (O'Neill and Harney, 2019). This is consistent with the training program's high grade for the implementation of innovative concepts. The significance of decision-making abilities in leadership instruction. They contend that, despite the importance of decision-making for leaders, training programs must offer participants abundant opportunities to hone and perfect these abilities through real-world scenarios and simulations.

The table displays the average perceptions of respondents with respect to the leadership training and seminar opportunities in terms of technical skills. The mean aggregate score is 3.67, which is within the "Strongly Agree" category. The training's statement "The training enhances the participants' knowledge and abilities regarding the effective use of technology" received the maximum mean score of 3.74, suggesting that this aspect of the training was highly appreciated by the participants. This result indicates that the training effectively addressed the significance of technological skills in the contemporary workplace, which is essential for adjusting to the rapid pace of digital transformations. Equipping employees with the requisite technological expertise improves their ability to perform effectively and remain competitive as organizations continue to rely on technology to drive efficiency. This discovery is consistent with research that suggests that technological proficiency is essential for improving employee performance and innovation (Mikulec and Bezić, 2021). In order to guarantee that participants are adequately equipped to confront future obstacles in their respective disciplines, future training programs could prioritize emerging technologies, including artificial intelligence and machine learning.

Conversely, the statement "The training instructs participants on how to acquire resources to bolster an organizational initiative" received the lowest mean score of 3.57, indicating that it was the least highly rated, despite remaining within the "Strongly Agree" category. This finding suggests that participants experienced a minor decrease in their confidence regarding their capacity to implement resource acquisition strategies in practical situations. Resource acquisition is a critical component of leadership, as it allows leaders to obtain the requisite tools, funding, and support for their initiatives. Nevertheless, the slightly lower score indicates that the training could be enhanced by more comprehensive, practical instruction on how to overcome the obstacles of resource mobilization. The training may have failed to adequately emphasize the necessity of strategic insight and practical experience for resource acquisition, as per (Dyer et al., 2020). In order to improve this aspect of the program, it could include mentorship opportunities, role-playing exercises, or case studies that enable participants to interact with real-world scenarios. These methods would provide a more practical approach to acquiring the skills necessary to effectively mobilize resources and implement organizational initiatives.

The findings suggest that the training was notably effective in improving technological abilities, which are indispensable for contemporary leadership. Nevertheless, the training could be enhanced by a more intense emphasis on resource acquisition, a crucial component of propelling organizational initiatives. The overall leadership capabilities of participants could be further enhanced by offering more interactive and practical training opportunities in this area.

The table illustrates the respondents' average perceptions of leadership training and seminar opportunities, particularly in relation to their self-efficacy in their leadership capabilities. The mean scores of the five indicators assessed the self-efficacy of the respondents as leaders, with a range of 3.41 to 3.63. The statement "I am confident in my ability to accomplish the outcomes that are significant to me in my capacity as a leader" is categorized as "Strongly Agree," with a mean score of 3.63. This high score suggests that the participants are confident in their capacity to accomplish significant results in their leadership roles. This aligns with leadership theories that underscore the significance of self-efficacy in effective leadership, as it implies that the training enhanced their self-assurance in managing substantial responsibilities (Bandura, 2018). According to the study, individuals who have confidence in their abilities are more likely to succeed in difficult tasks, and this outcome is indicative of the respondents' perceptions (Bandura's Self-Efficacy Theory, 2018).

The statement "I possess the ability to execute excellently in challenging situations" corresponds to the lowest mean score of 3.41, which is classified as "Agree." Although the score remains in the "Agree" category, it suggests a diminished level of confidence in the ability to perform well in the face of adversity. This implies that the participants are generally self-assured in their leadership abilities; however, there is place for improvement in their ability to manage high-pressure situations. The notion that effective leadership under duress necessitates the cultivation of specific coping and decision-making skills, in addition to confidence, is supported by the literature (Kaiser et al., 2020). A potential area for development in the training program is the integration of scenarios that simulate challenging situations to assist participants in developing resilience and enhancing their overall performance under stress.

The findings suggest that the leadership training is effective in improving self-confidence, particularly in the context of achieving significant results. However, there is a necessity to address leadership execution in high-pressure situations. In the future, training programs could include more concentrated content that emphasizes the development of skills necessary to navigate difficult situations, including crisis management, conflict resolution, and decision-making under duress. This is consistent with the results, who emphasize the significance of situational adaptability in the context of effective leadership (Kaiser et al., 2020). The program can improve the overall efficacy of participants' leadership by enhancing their ability to perform in challenging situations.

The table illustrates respondents' assessments of their leadership abilities, with a particular emphasis on Duty Awareness. The statement "I am aware that I am capable of being an attentive listener" received the highest score of 3.73, which is defined as "Strongly Agree." This implies that the respondents are generally confident in their listening abilities, a critical leadership skill. Better communication and trust-building within a team are frequently associated with being an attentive listener (Goleman, 2020). This high score suggests that the leadership training may have effectively emphasized or developed the significance of active listening, a fundamental skill for any leader. Statement 4: "I acknowledge that it is my duty as a leader to serve as an example of how to embrace change" also received a score of 3.73, indicating a high level of agreement. This outcome indicates that the respondents acknowledge the significance of serving as role models in adapting to change, which is indispensable. The lowest score of 3.47 was awarded to Statement 5, which is classified as "Agree." Although this score remains positive, it is the lowest, indicating that respondents are less confident in their capacity to cultivate or develop their followers into capable leaders. Leadership development necessitates the cultivation of adherents (Northouse, 2021). The outcome may suggest that there is potential for enhancement in training programs that emphasize the empowerment of followers to transition into leadership positions, such as mentorship programs or personalized leadership development plans. The aggregate mean score of 3.64, which falls under the "Strongly Agree" category, indicates that participants generally have a positive attitude toward their leadership awareness in terms of duty. The training's effective emphasis on the development of critical leadership qualities, such as adaptability and communication, is evidenced by the higher scores for being an attentive listener and embracing change.

Nevertheless, the subpar score in the area of cultivating adherents could be rectified by improving the quality of training materials and methods that emphasize mentorship, delegation, and the development of team

members. A greater emphasis on practical leadership exercises, such as simulations that involve leading a team or mentoring opportunities, could better prepare participants for the responsibility of fostering the leadership of their followers. Emotional intelligence, particularly the capacity to listen attentively, is essential for leaders to cultivate trust and collaboration among their teams, as per (Goleman, 2020). While emphasizes that effective leadership necessitates the capacity to serve as a change agent, assisting teams in adapting and developing in response to change (Kotter, 2019). Additionally, underscores that leadership is not solely about leading; it also involves the development of future leaders through trust and empowerment. potential (Northouse, 2021). Leadership in the rapidly changing environments of the present day (Kotter, 2019). Leaders who effectively embrace change can provide their teams with the confidence and resilience necessary to navigate transitions.

The respondents' perceptions of their leadership responsibility are depicted in the table. Statement 3: "I possess the capacity to serve as a facilitator, which is advantageous for the organization's productivity and the efficient operation of processes" was assigned the maximum mean score of 3.60, indicating "Strongly Agree." This implies that respondents are assured of their capacity to streamline organizational processes, a critical factor in optimizing team productivity and ensuring efficient operations. In today's fast-paced business environment, it is essential for a leader to resolve challenges and enhance workflow efficiency as a facilitator (Robinson and Judge, 2021). The statement "I have the potential to motivate and inspire others" received a score of 3.60, which suggests that it was significantly agreed upon. At the core of leadership are the duties of motivation and inspiration. Leaders who can motivate their teams are more likely to cultivate a positive work environment, improve job satisfaction, and improve team performance (Bass and Riggio, 2020). This high score underscores the fact that respondents acknowledge their capacity to inspire and direct their teams toward success. The statement "I am capable of formulating explicit objectives and goals that will facilitate the success of our organization" received the lowest mean score of 3.51, being classified as "Agree." Although it remains a positive score, it is marginally lower than the others, which implies that respondents may lack confidence in their capacity to establish distinct and actionable objectives for organizational success. In order to offer their teams direction and clarity, leaders must establish clear goals (Locke and Latham, 2019). This score suggests that respondents may benefit from additional training in strategic planning and effective goal setting to guarantee long-term success.

The "Strongly Agree" category's overall mean score of 3.56 suggests that respondents generally believe they are fulfilling their leadership responsibilities effectively. Participants' high scores in the areas of facilitation and motivation indicate that the training has been successful in cultivating fundamental leadership qualities, including the capacity to motivate their teams and facilitate collaboration. The slightly lower score in establishing clear objectives and goals indicates that there is room for development in the way leaders approach strategic planning and goal setting. Training could be improved by incorporating additional hands-on sessions that concentrate on the development of actionable and measurable objectives, the alignment of team goals with organizational objectives, and the utilization of SMART criteria to guarantee accountability and clarity.

As contend that leaders who are adept at facilitating organizational processes are essential for the maintenance of a seamless operational flow and the improvement of overall productivity (Robinson and Judge, 2021). Nevertheless, underscore the significance of motivation and inspiration as essential elements of transformational leadership, which results in

enhanced team performance and satisfaction (Bass and Riggio, 2020). Furthermore, assert that goal setting is essential for the success of a leader, and that the effective formulation of goals helps to provide clarity and direction for teams, aligning their efforts with the organization's objectives (Locke and Latham, 2019).

The table displays the respondents' assessments of their leadership performance, with an emphasis on their leadership strategy. The phrase "I acknowledge the thoughts of others when making decisions within our organization" was assigned the highest mean score of 3.68, labeling it as "Strongly Agree." This suggests that respondents place a high value on the input of others when making decisions, which is crucial for the promotion of collaboration, the improvement of decision quality, and the cultivation of inclusivity within the organization. Better outcomes and increased team buy-in can result from decision-making that integrates diverse perspectives (Northouse, 2021). Statement 4: "I encourage all members of our organization to work together in order to achieve a shared objective" also received a high score of 3.63. This implies that respondents are actively promoting teamwork and collective effort to attain organizational objectives. Enhancing overall productivity, leveraging the talents of the entire team, and improving problem-solving are all facilitated by collaboration (Tannenbaum et al., 2020). The lowest score of 3.57, which is classified as "Strongly Agree," was awarded to Statement 1: "I encourage my colleagues to work together in accordance with the organization's philosophy and objectives." Although this score remains highly favorable, it is marginally inferior to the others. This implies that, despite the fact that respondents believe they are capable of inspiring their colleagues, there may be occasional obstacles to ensuring that all members of the organization are entirely aligned with the organization's philosophy and objectives. Motivation is a critical component of leadership, and it is possible to enhance this aspect by identifying methods to enhance the alignment between individual and organizational objectives (Bass, 2020).

The respondents' general optimism regarding their leadership strategies is suggested by the overall mean score of 3.62, which is classified as "Strongly Agree." According to the respondents' highest scores in acknowledging others' views and encouraging collaboration, they are adept at fostering inclusive decision-making and teamwork, which are two essential strategies for effective leadership. The slightly lower score for motivating colleagues to collaborate within the organization's philosophy and objectives suggests that there may be room for development in the capacity to engage and motivate all team members in the organization's core vision. In order to resolve this issue, training programs could concentrate on the reinforcement of strategies for cultivating intrinsic motivation, the alignment of personal values with organizational objectives, and the utilization of motivational techniques such as empowerment and recognition.

As explores the potential of leaders who solicit and integrate feedback from team members into their decision-making processes to improve organizational performance and cultivate a sense of ownership and dedication among their followers (Northouse, 2021). Furthermore, underscore the significance of promoting collaboration and aligning team efforts with shared objectives, asserting that effective leaders establish environments that promote synergy and collective action (Tannenbaum et al., 2020). Lastly, Bass (2020) emphasizes that transformational leadership is fundamentally characterized by the ability to motivate others, particularly in accordance with the objectives of an organization, which in turn fosters a culture of sustained engagement and commitment among team members.

4.3 Correlation Analysis

Table 3: Test of Relationship Between Leadership Training and Seminar Opportunities and Leadership Performance

I-value Interpretation	Self Efficacy	Duty Awareness	Leadership Responsibility	Leadership Strategy
Human Skills	527*Significant	471**Significant	574**Significant	510**Significant
Conceptual Skills	602*Significant	624**Significant	612**Significant	622**Significant
Technical Skills	611*Significant	577*Significant	568*Significant	588**Significant

The table illustrates the correlation coefficients (r-values) between a variety of skill sets (Human Skills, Conceptual Skills, Technical Skills) and distinct aspects of leadership performance (Self Efficacy, Duty Awareness, Leadership Responsibility, Leadership Strategy). The r-values, which range from -1 (perfect negative correlation) to +1 (perfect positive correlation), are indicative of the strength and direction of the relationships between the variables. Statistical significance is denoted by asterisks (***), which implies that these relationships are unlikely to be the result of coincidence.

Self-Efficacy and Conceptual Skills ($r = 0.602$): This robust positive correlation implies that individuals who possess superior conceptual abilities are more likely to report higher levels of self-efficacy. Strategic thinking and problem-solving are examples of conceptual skills that can increase an individual's self-assurance in their capacity to accomplish objectives (Mumford et al., 2019). This relationship is in accordance with the idea that an individual's self-perception of their leadership capabilities is improved by effective problem-solving and abstract thinking.

Effective Leadership Strategies and Conceptual Skills ($r = 0.662$): The table's most robust correlation, suggesting that individuals with robust conceptual skills are more likely to implement and execute effective leadership strategies. Leaders who possess exceptional conceptual abilities frequently develop strategies that are well-reasoned and well-defined, thereby ensuring that the actions of their teams are in accordance with the organization's objectives (Northouse, 2021).

Human Skills and Leadership Responsibility ($r = 0.574$): This implies that leaders who are endowed with robust human skills (e.g., communication, empathy) are more inclined to assume accountability for their leadership duties. A leader's capacity to motivate their teams, make decisions, and delegate is improved by effective communication and interpersonal skills (Goleman, 2020).

Leadership Strategy and Technical Skills ($r = 0.588$): This strong correlation suggests that leaders with strong technical skills can leverage these competencies to develop effective leadership strategies. In environments that necessitate specialized knowledge, leaders are able to make informed decisions as a result of their technical expertise (Bass, 2020).

Leadership Strategy and Human Skills ($r = 0.510$): This moderate positive correlation implies that individuals who possess strong leadership strategies are more likely to manifest them than those who possess conceptual or technical skills, albeit not to the same extent. Leaders who possess strong interpersonal skills are capable of more effectively motivating and guiding their teams, which in turn facilitates more informed strategic decision-making (Yukl, 2018).

The correlation between technical skills and duty awareness ($r = 0.577$) suggests that a higher sense of duty awareness is associated with technical competence in leadership positions. According to the study, leaders who possess technical expertise may experience an increased sense of accountability for guaranteeing that their expertise is used appropriately to fulfill organizational obligations (Robinson and Judge, 2021).

The data indicates that conceptual abilities consistently exhibit the most significant positive correlations with leadership-related outcomes, particularly in the areas of self-efficacy and leadership strategy. This underscores the significance of strategic thinking and problem-solving in leadership positions, which are essential for the successful execution of decisions and the advancement of organizational success. The significance of possessing domain-specific expertise to effectively fulfill leadership responsibilities is demonstrated by the comparatively strong correlations between technical skills and both leadership strategy and duty awareness. Conversely, human skills have a significant but slightly diminished influence, indicating that, although interpersonal skills are essential for team leadership, they may not have a direct impact on the development of strategies or the improvement of self-efficacy and performance.

As investigate the concept of transformational leadership, emphasizing the ways in which leaders can motivate and inspire their followers by cultivating both personal and professional skills (Avolio and Bass, 2018). The authors underscore the necessity of conceptual skills to establish a clear vision and meaningfully engage adherents, while also acknowledging the significance of technical skills to overcome organizational obstacles. Their research is further consistent with the notion that human skills are essential for promoting collaboration and guaranteeing that leaders can establish affective connections with their teams, thereby enhancing the overall performance of the organization.

5. CONCLUSION

This study concludes that leadership training and seminar opportunities

have a significant positive impact on the leadership performance of faculty members. Faculty members who participate in such programs demonstrate improved leadership abilities, which are crucial for enhancing their roles within the university. Continuous professional development in leadership should be encouraged to ensure faculty members are equipped with the skills necessary to lead effectively in the academic environment.

RECOMMENDATION

To enhance leadership skills and performance, it is crucial for faculty members to regularly participate in leadership training programs. Such continuous development will allow them to stay engaged, refine their leadership abilities, and contribute more effectively to the academic community. The university administration should recognize the value of leadership development and offer more frequent and tailored opportunities that address the specific needs of faculty members. These programs should be designed to focus on both personal growth and professional skills. Furthermore, future research should explore the long-term impact of leadership training on faculty performance. It would also be valuable to investigate different leadership models to understand their effectiveness in various academic settings.

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